DOCUMENT RESUME

ED 105 408 CS 001 733

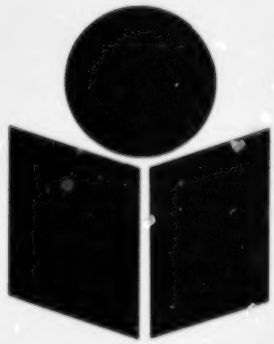
TITLE	A Reading Program for the 70s: Social Studies and Reading.
INSTITUTION	Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.
PUB DATE	75
NOTE	43p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Class Organization; *Content Reading; Directed Reading Activity; Elementary Secondary Education; Individualized Reading; Readability; Reading Instruction; *Social Studies; *Teaching Methods
IDENTIFIERS	Georgia; *Right to Read

ABSTRACT

A workable plan to help social studies teachers develop the competencies they will need to teach students to read social studies materials in grades K through 12 is provided in this document. A directed reading lesson is included which suggests practical techniques for improving reading skills. A unit sample and some suggested techniques for evaluation illustrate the use of many materials at varied reading levels. Suggested classroom organizational patterns which will help the teacher to individualize instruction and evaluation are also included. To be effective, teachers must know the reading levels of their students. Accordingly, this publication contains some techniques to determine those reading levels as well as the readability levels of social studies books and other written material. (Author/TO)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED105408



A Reading Program for the 70s

Social Studies • Reading

Division of Curriculum Development and
Pupil Personnel Services
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

Jack P. Nix, State Superintendent of Schools
1975

CS 001 733

Acknowledgements

This publication was developed by the Georgia Right to Read Program.

Georgia Department of Education staff members assisting in the development were Gwen Hutcheson, Social Science Consultant; Mary Charles Roberts, School Library Services; Judy Long, Right to Read Staff; Lynn Crovett, Right to Read Staff; Juanita N. Abernathy, Right to Read Staff.

Special Consultants were Helen Richardson, Social Studies Coordinator, Fulton County Schools; Bob W. Jerrolds, Professor of Reading, University of Georgia; Arthur V. Olson, Professor of Reading, Georgia Southwestern College.

Regional and local education agency Right to Read directors also assisted.

Contents

Introduction v

The Directed Reading Lesson in Social Studies 1

- Preparation for Reading 1
- Directed Reading and Discussion 4
- Extending Skills and Abilities 7
- Enrichment and Follow-up Activities 8

Unit Procedure 9

- Multi-level Resource Materials 18
- Films and Miscellaneous 19

Teaching the Student on His Level 24

Determining the Reading Level of Materials to be Read 24

Determining the Reading Performance Levels of Students 26

Matching the Reading Level of Materials and the Reading Performance of Students 30

Suggested Bibliographies 32

Introduction

The importance of teaching reading skills in social studies is expressed by Emlyn Jones in this statement, "Despite the tremendous growth of aids to instruction such as films, filmstrips, slides, tapes, radio, television, projection equipment, and electronic teaching devices, the ability to read effectively remains the single most important information-gathering and idea-stimulating skill in the social studies program."[1]

This publication provides a workable plan to help social studies teachers develop the competencies they will need to teach students to read social studies materials in grades K-12.

A directed reading lesson is included which suggests practical techniques for improving reading skills. A unit sample and some suggested techniques for evaluation illustrate the use of many materials at varied reading levels. Suggested classroom organizational patterns which will help the teacher to individualize instruction and evaluation are also included.

To be effective, teachers must know the reading levels of their students. Accordingly, this publication contains some techniques to determine those reading levels as well as the readability levels of social studies books and other written material. These techniques should enable the teacher to choose appropriate materials for students to use.

[1] Emlyn Jones, *Improving Reading in the Elementary Social Studies*. Washington: National Council for the Social Studies, 1961. p. iii.

The Directed Reading Lesson In Social Sciences

The directed lesson concept, which is an established part of the teaching of reading, is one possible answer to organization problems and is presented in considerable detail, as are related topics such as the use of questions to promote reading comprehension.

The directed lesson, as normally used, consists of four parts.

1. Preparation for reading
   - Providing necessary background
   - Presenting new vocabulary
   - Establishing purposes for reading
2. Directed reading and discussion
3. Extending skills and abilities
4. Enrichment and follow-up activities

Each phase will be explained further in following sections with emphasis on modifying the concept to make it highly applicable to the content-area teacher interested in incorporating reading instruction into her subject.

PREPARATION FOR READING

Providing Necessary Background

The first phase of the directed lesson concerns three aspects of preparing a student for what he is about to read. One aspect is providing any necessary background experience so that understanding the material will be enhanced. What the nature and amount of this background experience should be and the form in which it should be presented depend on the material to be read and the objectives for including it in the curriculum.

For example, a teacher dealing with decision-making in American politics might discuss with students the idealogy, institutions and patterns of leadership in American society before discussing the Cuban crisis decision of October 1962. On the other hand less background might be necessary in explaining the controls the three major branches of government—executive, legislative and judicial—have over each other.

The teacher must decide for each selection or assignment what would be relevant background material to present to the students. He should first assess what the students already know about the material, because in some cases they may already have the necessary background.

*NOTE: The Directed Reading Lesson in Social Sciences is adapted from Chapter 8 in *Teaching Reading in Secondary Schools* by Arthur V. Olson and Wilbur S. Ames, Intext Educational Publishers, N.Y. 1972. Printed by permission of the authors.

Kinds of background material to present are also dependent on the objectives for using the reading material. For example, in a humanities unit involving both English and social studies teachers, each teacher may have a totally different objective for the same reading material. In reading *Julius Caesar* the English teachers may want students to understand the play's theme as well as develop an appreciation of the power and eloquence of Shakespeare's language. In contrast, the social science teacher may wish to use the play as an example of decision-making in a political system.

How does the teacher introduce the selection in each case so that the proper background is provided? He should ask himself certain questions before giving out assignments — Why are students being asked to read this selection? What should be stressed in discussion of the material? What do the students already know about the subject that can be discussed before the material is read? What gaps need to be filled in their experiential backgrounds?

Presenting New Vocabulary

The second task in the preparation phase of the directed lesson is to present the new and important vocabulary for the assigned reading material. The teacher should look over the material, determine what key words should be stressed and then decide how to introduce the words to the students.

He may use a new word in a phrase or sentence and ask the students to use context clues to determine the meaning, or ask them to use a dictionary or the textbook glossary to determine both pronunciation and meaning.

This practice of helping students with the new and difficult vocabulary in an assignment prior to their having to read it may be very important. Too often, teachers will ask students to read and discuss the material without any prereading vocabulary assistance because the vocabulary is given at the end of the chapter. They wait until the material is discussed and then tell students about the new terminology. In effect such teachers seem to say to the student: "Here, read this assignment and after you've struggled with it and failed to discuss it intelligently, I'll tell you about the vocabulary you should have known before you read it." Many newer textbooks are now listing key vocabulary items at the beginning of chapters.

A recent study has appeared in the literature which supports the prereading vocabulary assistance approach. Arnold Rehmann (1968) reported a study, using U.S. history material with seventh graders. The students were divided into four experimental groups, three receiving varying amounts of background information and guiding study questions. However, the fourth group, which received this assistance, was also given specific vocabulary aids with marginal notes explaining the vocabulary concepts and scored significantly higher on comprehension tests.

Some suggestions for vocabulary development that can be incorporated into lesson plans are listed below.

- Use as many first-hand experiences as possible in teaching vocabulary related to concepts.
- Use pictures, objects and audiovisual aids for concrete illustrations.

- Help the student make an intelligent guess about a word's meaning by its use in a sentence.
- Provide a study of snyonyms and antonyms.
- Study prefixes and how they alter the meaning of root words.
- Encourage interest in words by discussing word origins, figurative language and idiomatic expressions.
- Point out words which give impressions or appeal to the emotions.
- Keep a classroom dictionary of new words pertinent to the subject.
- Have the students keep a vocabulary file of new words.
- Point out acronyms if they appear. Example: NATO, radar, scuba

Establishing Purposes for Reading

The third task in the preparation phase of the directed reading lesson is to establish purposes for reading the assigned material. The student who has a definite purpose for reading a selection will read it with greater understanding than if he has no direction other than a command to get the job done. These purposes usually take the form of questions for which the student reads to find answers.

Simply telling students "to read Chapter 22 for tomorrow" is not enough, the teacher should give them some direction to guide their reading and study. The simplest and most direct way to do this is to offer purposes that bring out the most important parts of the material. Hopefully, these purposes will be both an accurate reflection of what the teacher expects to discuss in class and what she wishes the students to remember for subsequent evaluation.

Prereading purposes should be specific and clearly stated, but not overly detailed in an attempt to cover everything in the material. A delicate balance must be maintained so that purposes do not just deal with trivia yet are not too general. To avoid giving an unmanageable number of purposes, teachers may have to cut down the amount of material assigned at a given time.

Before leaving this first phase of the directed lesson, it should be emphasized that teachers must be realistic about the power of these three steps in prereading assistance. Doing an effective job of all three tasks will still not overcome the problem of a high school student who is reading at a third grade level. It can be of considerable help, however, to the corrective or developmental reader. If a teacher feels that she would have to spend two or three class periods just to fill in the gaps in her students' experimental backgrounds and to present the vocabulary they will not know in the assignment, then she should seriously consider a change in reading material. The teacher should ask herself the following questions before each assignment.

- What facts and basic ideas should the student understand from the assignment?
- What implications, inferences and conclusions should he derive from the content?

If students do not have the background necessary to make these derivations, how can a teacher supply them? Visual aids, resource speakers, reading to the class.

- What structural clues does the author of the text provide for the student to enable him to discuss the material or answer written or oral questions.

- Are pronunciations given? Do students need more help? Should the teacher be prepared to teach word recognition skills? The following two books are excellent resources.

  Programmed Word Attack for Teachers
  Charles E. Merrill Publishing Company
  Columbus, Ohio

  and

  A Zest for Words
  A Handbook for Phonetic and Structural
  Analysis in Reading
  Evelyn S. Thompson, Ed. D.
  University of Houston

- What aids are available in the classroom or library for students preparing an assignment?

DIRECTED READING AND DISCUSSION

The second phase of the directed reading lesson allows the teacher to cover the important content in the reading material. The student, receiving direction from the teacher, reads the assignment and usually is asked to participate in a teacher-led discussion of the material. Methods books for years have stressed the value of questions and discussion techniques rather than the exclusive use of lecture methods.

A number of recent studies were directed toward interrogating practices of teachers at various grade levels and in several different subject matter fields. Two such studies were specifically directed toward the teaching of reading, both conducted at the elementary school level (Bartolome, 1969, Guszak, 1967).

Most of these studies reached similar conclusions. Teachers ask a great number of questions dealing with the recall of specific facts and details. Thus, although teachers may espouse rather lofty goals and objectives, their questions require students to operate at quite low levels of cognition. Studies have also indicated that many teachers do not really use discussion techniques but simply ask one student one question, then another student another question, and so on, with little discussion of the answers and related facts.

Teachers at the secondary school level really need to take a look at their own questioning practices in light of their goals and objectives for their subject matter. It will be hard to realize the goal of developing critical thinkers and readers if students are not asked penetrating questions requiring thought and critical analysis.

Presented below are some definitions of categories[2] of thinking from the book *Classroom Questions: What Kinds?*, which is based on Benjamin S. Bloom's *Taxonomy of Educational Objectives*. These definitions can be used by social studies teachers as a guide for developing questions which call for varying levels of cognition. They should provide invaluable assistance to the social studies teacher interested in improving questioning techniques.

Memory — Recalling or recognizing information.

Examples

- What is meant by the term "mass production"?
- Who invented the steam engine?

Translation — Changing information into a different symbolic form or language.

Examples

- Tell the meaning of the following statement by Sir Issac Newton in your own words: "If I see further than others, it is because I stand on the shoulders of giants."
- Plan and present a sociodrama showing economic conditions in England before the Industrial Revolution.

Interpretation — Discovering relationships among facts, generalizations, definitions, values and skills.

Examples

- Compare the growth of cities in Europe before the Industrial Revolution with the growth of cities after the Industrial Revolution.
- Find evidence from as many sources as possible which supports or refutes this generalization: "Americans led the world in inventing practical application of scientific principles."

Application — Solving a lifelike problem which requires the identification of the issue and the use of appropriate generalizations and skills.

Examples

- Write an essay showing how technology has brought about social problems and how technology can be used to help solve these problems.

[2] Adapted by Helen Richardson from *Classroom Questions: What Kinds?* by Norris M. Sanders. New York: Harper and Row, 1966.

- Plan and conduct a project which will help students in your school make better use of their leisure time.

Analysis — Solving a problem in the light of conscious knowledge of the parts and processes of thinking.

Examples

- Analyze the reasoning in this statement: "If women are to be protected from mental disturbances and from disappointed lives, let us preserve our gifted, clever sisters for the sanctity of domestic life."

- Give the students a cartoon on some aspect of the Industrial Revolution. Ask them to analyze the reasoning in the cartoon.

Synthesis — Solving a problem that requires original, creative thinking.

Examples

- Suppose that you decide to manufacture a child's block that will sell better than any other. List the problems you would work on in order to make a better block. You will have three minutes to list as many problems as you can.

- Design a plan to determine whether there is more worker absenteeism in highly automated industries than in less automated industries.

Evaluation — Making a judgment of good or bad, right or wrong, according to standards designated by the student himself.

Examples

- How would you rate the importance of the following people in bringing about the Industrial Revolution: Newton, Lavoisier, Watt, Besseme,?

- Argue both sides of the proposition that big business has done more harm than good.

EXTENDING SKILLS AND ABILITIES

The third phase of the directed lesson is concerned with the teaching of any important reading skills needed in this and future lessons. The instruction may either take the form of a review of previously introduced skills or the presentation of a new skill. In other words this is the place where the actual direct teaching of reading in the social studies should take place. Reading in social studies demands many of the general skills needed for all areas, but it also demands some special skills. The student must learn a new vocabulary and how to use maps, charts, diagrams and graphs. He needs to read critically and interpret relationships, especially cause-and-effect.

The skill of perceiving relationships is of primary importance in social studies. Without it a student would find it impossible to integrate ideas or to summarize and organize. If a student has a weakness in this area, one or all of the following problems will be evident. The student will be (a) unable to answer questions and ask why something happened, (b) unable to make a simple outline, (c) unable to relate facts from various sources into a meaningful whole, or (d) unable to summarize. Every major event in history is made up of a series of causes and effects. The effects of one event may cause another which results in a chain reaction. If social studies is to be understood, the student must grasp these relationships.

In reading to remember, students should develop the ability to

- Select those ideas that should be remembered for a given purpose.
- Improve the quality of a single reading of material.
- Make and use their own questions to help remember ideas for a given purpose.
- Put an idea in their own words without changing the meaning of the written material.

Skill in critical thinking involves certain subskills which students should practice in a variety of situations. These subskills should be applied not only to written material but also to the solution of social problems that arise both in school and out. Students should develop the ability to

- Base opinions on data.
- Recognize conflicting viewpoints.
- Draw a conclusion.
- Stay within limits of information in reaching conclusions.
- Justify conclusions.
- Sense when the author is stating opinions and when he is sticking to facts.
- Understand degrees of probability.

- Weigh the reliability of different statements.
- Cultivate a cautious, but not suspicious, attitude. (How do you know? Who says it? How does he know?)
- Make simple comparisons and contrasts.
- Select material with respect to relevance.
- Sense cause-and-effect relationships.

Reading instruction in social studies will not always deal solely with comprehension and interpretation. A given section of material in a social studies textbook might contain several excellent examples where the meaning of a word can be determined by the use of context clues. These examples could serve as the basis for further instruction in the use of context as a vocabulary aid.

In all instances it would be stressed that the ideal material to use in reading instruction is the material from the textbooks where maximum opportunity for transfer is present. Supplementary material such as workbook exercises can be used for reinforcement purposes, but the focus should be on the regular classroom textbooks and other instructional materials.

ENRICHMENT AND FOLLOW-UP ACTIVITIES

The last phase of the directed lesson should not be thought of as any less important than the others. The obvious purpose of enrichment activities and projects is to reinforce and expand the skills and concepts introduced in earlier portions of the lesson. Such activities, if planned carefully, can serve as the background experiences needed by students to deal with subsequent assignments. The possibilities for meaningful enrichment activities are limited only by the resourcefulness of the teacher. Reading curriculum materials and trade books, conducting research projects and interviews and making tape recordings are some of the many activities teachers can use.

Unit Procedure

The introduction of a unit in social studies includes evolving the unit problem with the students, establishing the scope of the problem, surveying the areas to be included and filling in needed background. Developing the unit is the investigation into the basic subject matter pertinent to the unit. It is similar to the student reading an individual assignment to gain basic information pertinent to his purposes for reading. Pupil-teacher planning for research results in research projects developing from the study of the basic subject matter. The subject information is studied and discussed leading toward the research problems. This is similar to developing comprehension of a separate selection. Then, conducting research includes much the same pattern as the re-reading which is done for separate purposes just as the research is done around a specific problem. Finally culminating the unit – the presentation of the research – can be equated with the follow-up step of a lesson procedure.[3]

The unit procedure encompasses the entire scope of a specific problem or topic. The directed lesson and the individual study are small segments under the unit study. Following is a diagram of the relationship between the unit procedure and the directed lesson.

Unit Procedure		Directed Lesson
Introducing the unit	⟷	Preparation for reading
Developing the unit	⟷	Directed reading and discussion
Pupil-teacher planning for research	⟷	Extending skills and abilities
Conducting Research	⟷	Extending skills and abilities
Culminating Activities	⟷	Enrichment and follow-up activities
Evaluation	⟷	Enrichment and follow-up activities

The section, The Directed Reading Lesson in Social Studies, is directly correlated to the sample unit "Industrial Revolution" developed for this publication. This example of a secondary unit with multi-level resource material at varying levels of reading ability illustrates the feasibility of teaching social science concepts to all students at their level of skill development.

Since the "Directed Lesson" expands the steps involved in the unit procedure, it is a key element to teaching effectively the social studies unit.

[3]Reprinted by permission from *Comprehensive High School Reading Methods* by David Shepherd. Columbus, Ohio: Charles E. Merrill.

UNIT

Industrial Revolution

Key Concepts or Basic Ideas

Industrialism, Revolution, Change, Technology, Mass Production, Resources, Capitalism

Cognitive Objectives

The student will be able to

- Define from context clues and give one example of each of the following concepts: revolution, change, industrialism, technology, mass production, resources, capitalism.
- List some causes of the Industrial Revolution.
- Identify philosophers whose ideas helped to pave the way for the Industrial Revolution.
- Demonstrate that the Industrial Revolution was more evolutionary than revolutionary in its nature.
- Identify some technological advances that made possible the Industrial Revolution. List key people involved.
- Cite economic, political and social conditions which provided a climate for the Industrial Revolution.
- Give examples of economic, political and social results of the Industrial Revolution.

Process Objectives

The student will be able to

- Analyze from primary documents and interpretive accounts the causes of the Industrial Revolution.
- Distinguish facts, opinions and generalizations in an account of conditions resulting from mass production.
- Analyze the role of ideas in effecting the Industrial Revolution.
- Hypothesize from two conflicting interpretations the effects of automation on workers.
- Evaluate the predictability of future technological advances from generalizations about the current scientific technological revolution in spare activities.

10

- Interpret data from a table, chart or graph which supports a generalization that social or economic changes occurred as a result of the Industrial Revolution.

Affective Objectives

The student will be able to

- Experience success in using evidence to answer questions.
- Realize the complexity of change brought about by the Industrial Revolution in all areas of life.
- Develop respect for statements based on careful observation and thoughtful analysis.
- Experience and appreciate some of the complex ways which technology affects the lives of men.
- Experience success in working as part of a group with a common goal.

I. Introducing the Unit

A. Providing necessary background
B. Presenting new vocabulary
C. Establishing purposes for reading

II. Developing the Unit

A. Discuss causes of the Industrial Revolution

1. Changes in commerce
   a. Capital
   b. Markets
   c. Raw Materials
   d. Others

2. Changes in technology

   a. Transportation
   b. Method of production
   c. Energy
   d. Others

3. Changes in philosophy

   a. Newton
   b. Lavoisier
   c. Locke
   d. Voltaire
   e. Others

B. Characteristics of the Industrial Revolution

1. Gradual changes that are continuing to this day
2. Machines replacing human labor
3. New forms of power

a. Water
b. Steam
c. Electricity
d. Oil
e. Atomic energy

C. Results of the Industrial Revolution

1. Economic

a. Rise of the factory system
b. Growth of industrial capitalism
c. Mass production of goods
d. Increase in standards of living
e. Unemployment problems
f. Expansion of world trade

2. Political

a. Rise of businessmen to power
b. Decline of landed aristocracy
c. Growth of democracy
d. Increased activities of government
e. Stimulus to nationalism and imperialism
f. Shift of power in world affairs to industrialized nations

3. Social

a. Increase in population
b. Development of cities
c. Improved status of women
d. Growth of leisure time
e. Stimulation to science and research
f. Creation of such problems as slums, economic insecurities and increased deadliness of war

III. Pupil-Teacher Planning for Research

A. Teacher Planning

1. Explore the materials available

a. Books in classroom
b. Books from city library
c. Materials in community
d. Field trips to be taken

e. Audiovisual materials available
f. Materials to be ordered free or at a very low cost

2. Plan the work to the extent that the teacher has an understanding of objectives to be attained, problems to be solved, social outcomes to be desired, and skills to be taught.

B. Approach the Unit

The teacher should develop a background for and stimulate an interest in the study through

a. Class discussions of subject matter from geography or history textbooks
b. Display of pictures
c. Filmstrips
d. Films
e. A good story
f. An interesting speaker
g. An excursion
h. An event reported from the newspaper
i. Classroom experiences

C. Preparation for Group Work

1. Teacher's Role

a. Help the students decide what they want to learn.
b. Help students organize their problems and questions into an outline.
c. Divide the class into groups or committees. The students may be allowed to select the committee on which they wish to work. The teacher must be careful to see that the student does not repeatedly participate in the same activities throughout the year.
d. Guide the different committees in determining the scope of their work.
e. Check with each committee to see that detailed plans for work are definite and clear.

2. Pupil's Role

a. Participate in group discussions, setting up definite questions and problems to be solved.
b. Organize questions and problems in an outline to serve as a guide for study.
c. Plan with the teacher the different activities involved in solving the problems and answering questions.
d. Select committees on which they would like to work. Pupils will probably volunteer on the basis of ability, interest, the desire for adventure and the need to be recognized.
e. Each committee will decide the scope of its work and the activities it will carry out.

IV. Conducting Research

Suggested Procedures for Solving Problems

A. Suggested Activities

1. Reading for a Purpose

a. Reading information from

(1) Texts
(2) Reference books
(3) Magazines
(4) Booklets
(5) Library books
(6) Maps, charts, pictures and graphs

b. Reading for Pleasure

(1) Short stories
(2) Poems
(3) Books
(4) Magazines

2. Writing

a. Report and summaries
b. Creative writing
c. Outline for individual oral reports
d. Keeping individual notebook
e. Making a vocabulary list of words related to subject being studied

3. Speaking

a. Giving reports
b. Telling stories
c. Reading poems
d. Demonstrations
e. Dramatizations
f. Role playing

4. Listening

a. Reports
b. Speaker
c. Tapes
d. Records

5. Displaying

a. Exhibits
b. Flat pictures for opaque projector and bulletin board
c. Products

6. Creating

a. Friezes
b. Murals
c. Posters
d. Individual pictures
e. Crafts
f. Scrapbooks

7. Observing

a. Movies
b. Filmstrips
c. Opaque projector material
d. Pictures on bulletin board
e. Class Experiments
f. Field Trips

8. Collecting

a. Artifacts
b. Pictures
c. Other items

V. Culminating Activties

The culminating activity gives the unit unity and completeness and reviews important points and understandings. It is a way of knitting together the activities of the unit.

A. Teacher's Role

The teacher serves as a guide in planning and carrying out these activities. She must remember that the purpose of the culminating activity is not to put on a show but to summarize and share findings with parents or other groups of students.

B. Pupil's Role

Summarize and share findings through

1. Programs
2. Creative stories and poems
3. Dramatization
   a. plays
   b. pageants
4. Drawings and paintings
5. Notebooks
6. Reports
   a. group
   b. individual
7. Scrapbooks
8. Stories
9. Talks
10. Simulations

VI. Evaluation

Evaluation is a continuous process. As the unit progresses the pupils and teachers must check to determine the extent to which the desired purposes are being accomplished.

This evaluation can be done by observation, group discussion, teacher-made tests and standardized tests.

A. Criteria for Evaluation

1. Is there growth in factual knowledge?
2. Is there growth in worthwhile skills?
3. Are the pupils becoming more independent in recognizing and solving their problems?
4. Are all the pupils participating in planning and carrying out the unit?
5. Are the experiences varied as to type?
6. Are the experiences providing opportunity for pupils to learn to work together cooperatively?
7. Are the experiences challenging and interesting to the pupils?
8. Are the experiences providing opportunities for pupils to develop positive self-images?
9. Are all the community resources being used?

B. Group and Individual Evaluation (See form on following page)

GROUP AND INDIVIDUAL EVALUATION FORM

(CRITERIA)

I. FACT AND INFORMATION	
1. Did I use many sources for information? 2. Were the sources reliable? 3. Was the information related to the problem?	
II. THINKING	
1. Did I use a problem solving technique? 2. Was the problem real? 3. Did I reach a trial solution? 4. Did I search for the data to back up my trial solution? 5. Did I arrive at a possible solution?	
III. ATTITUDES	
Did I strengthen my attitudes a. to uphold certain ideals? b. to examine traditions? c. to clarify values? d to help individuals contribute to the common good?	
IV. BEHAVIOR	
Did I a. know exactly what was to be done? b. discuss quietly the best ways to do it? c. help decide what each person should do? d. accept my responsibility cheerfully? e. get out necessary materials quietly and quickly? f. try to work as effectively as possible? g. share equipment and supplies; make good use of materials? h. return everything to its proper place?	
V. VOCABULARY	
Did I learn the words pertaining to my subject that would better express my thoughts?	
VI. REPORTING	
Did I feel satisfied that my report was a contribution toward informing my fellow students?	

MULTI-LEVEL RESOURCE MATERIALS FOR UNIT

Abramowitz, Jack and Sidnes J. Ranch, *World History*. Chicago: Follett, 1971, pp. 188-241. Reading Level–6.

Anderson, Edna A. and Norma Jean Anderson, *Communities and Their Needs*. Atlanta: Silver Burdett, 1972, pp. 45-112. Reading Level–2.

Bostick, Nancy, et al, *The Challenge of Change*. Atlanta: Allyn and Bacon, 1971, pp. 111-159. Reading Level–6.

Davis, Bertha, *The Ways of Man*. New York: Macmillan, 1971, pp. 38-40. Reading Level–6.

Eaglen, Audrey B. et al, *Industry: Man and the Machine*. Atlanta: Allyn and Bacon, 1971. Reading Level–4.

Eisen, Sydney and Filler, Maurice, ed., *The Human Adventure*. Atlanta: Harcourt, Brace and Jovanovich, 1964. Reading Level–10.

Fenton, Edwin, ed., *Thirty-two Problems in World History*. Atlanta: Scott-Foresman 1969. Reading Level–9-12.

Fielder, William R., ed., *Inquiring about Technology*. New York: Holt, Rinehart and Winston, 1972, pp. 46-94. Reading Level–7.

Flug, Arthur and Symour Litman, *A Story of the Industrial Revolution*. Atlanta: Laidlaw, 1971. Reading Level–4.

Good, J.M., ed., *Shaping of Western Society*. Atlanta: Holt, Rinehart and Winston, 1968. Reading Level–9-12.

Grossman, Ruth H. and John U. Michaelis, *People, Places, and Products*. Atlanta: Field Educational Publications, 1970. Reading Level–2.

Hayes, Carlton J. H. and Frederick F. Clark, *Medieval and Early Modern Times*. New York: Macmillan, 1966, pp. 245-260, pp. 456-491. Reading Level–10.3.

Hayes, Carlton J. H. and Margareta Faissler, *Modern Times*. New York: Macmillan, 1970, pp. 115-126. Reading Level–10.8.

Iman, Raymond S. and Thomas W. Koch, *Labor in American Society*. Atlanta: Scott-Foresman, 1965, pp. 32-40, pp. 73-85, pp. 164-173. Reading Level–9.5.

MacGraw, Frank M., et al, *The Rise of the City*. Atlanta: Field Educational Publications, 1971, pp. 280-410. Reading Level–9.5.

Mazour, Anatole G. and John M. Peoples, *Men and Nations*. Atlanta: Harcourt, Brace and World, 1968, pp. 423-459, 610-661. Reading Level–7.5.

O'Connor, John R., et al, *Exploring the Urban World*. New York: Globe, 1972, pp. 63-69. Reading Level–5-6.

Robinson, Gussie M., *Man and Society*. Atlanta: Silver Burdett, 1972, pp. 287-393. Reading Level–6.

Rogers, Vincent R. and George A. Davis, *This is Man*. Atlanta: Silver Burdett, 1972, pp. 147-169. Reading Level–5.

Roselle, Daniel, *A World History*. Atlanta: Ginn, 1966, pp. 442-489. Reading Level–9.5.

Schwartz, Melvin and John R. O'Conner, *Exploring A Changing World*. New York: Globe, 1966, pp. 50-53. Reading Level–5.5.

Stravrianos, Lefden, S., et al, ed., *Readings in World History*. Atlanta: Allyn and Bacon, 1962. Reading Level–9-10.

Welty, Paul Thomas, *Man's Cultural Heritage*. New York: J. P. Lippincott, 1965, pp. 395-411. Reading Level–9.

FILMS

THE CHANGING WORLD OF CHARLES DICKENS
27 minutes–Learning Corporation of America

The film reveals how Dickens drew on the reality of the grimy, chaotic world of the Industrial Revolution in England and transformed it into the exciting, ordered substance of art. The film provides an excellent introduction both to Dickens and to the Industrial Revolution.

INDUSTRIAL REVOLUTION
11 minutes–Encyclopedia Britannica (Available from State Film Library)

Explains how an increasingly high standard of living has resulted from the contribution of labor-saving machines, mass production techniques, rapid communication devices and modern transportation facilities.

INDUSTRIAL REVOLUTION IN ENGLAND
25 minutes–Encyclopedia Britannica (Available from State Film Library)

Portrays England's rise from the primarily rural nation of the 20th century and the social, political and economic changes that developed with industrialization.

SOUND FILMSTRIPS

THE INDUSTRIAL REVOLUTION
Social Studies School Service
10,000 Culver Blvd.
Culver City, California 90230

Describes how the Industrial Revolution completely transformed existing British, European and American patterns of life. Treats its early agricultural stage; the expansion of the railroads, based on iron, coal and steam; and the "second" Industrial Revolution of the 1860's based on steel, chemicals and electricity. These developments are set in the context of European competition for colonies.

INVENTIONS THAT MADE AMERICA
Social Studies School Service

The course of American invention, beginning with Oliver Evans, is traced within the framework of technological, social and political stimuli.

INVENTIONS AND TECHNOLOGY THAT SHAPED AMERICA—Part I:
Social Studies School Service

Colonial Times to Civil War. Traces the emergence of the United States as an industrial society, describing key inventions and their impact on American life. The emphasis throughout is historical and social, as well as scientific.

INVENTIONS AND TECHNOLOGY THAT SHAPED AMERICA—Part II:
Social Studies School Service

Civil War To First World War. Examines the maturing process of the American Industrial Revolution in the years 1865-1914. Details the vast resources which were wasted, the building of large corporations, and the consequent fight for power between business and the newly-formed unions.

INVENTIONS AND TECHNOLOGY THAT SHAPED AMERICA—Part III:

World War I To Tomorrow. An overview of the rapid change in technological growth in the United States during the past half-century. Key 20th century inventions are examined with regard to their impact on America's history and social patterns.

THE RISE OF INDUSTRIAL AMERICA
Eye Gate

Designed to raise questions and at the same time present a body of knowledge for the period 1860 to 1900. Covering this exciting expanding time in the life of America the set explains what happened and gives some of the reasons why this took place. Four filmstrips in the set:

The Industrialization of the United States

Opening the Great West

Rise of Organized Labor

The Farmer's Discontent and The Populist Movement

OUR DRAMATIC INDUSTRIAL DEVELOPMENT 1865-1900
Eye Gate
Jamaica, New York

The impact of the Industrial Revolution shakes America. A time of traumatic change as the nation awakens from an agricultural society and emerges among the world powers as the unrivaled industrial leader. Nine filmstrips in the set.

Natural Resources and Industrial Development

New Processes and Industrial Development

New Inventions and Industrial Development

New Systems of Business Organization and the Flood of Immigration

Labor Problems and New Areas of Industry

Settling the Last Frontier

Politics and Political Issues

Social Changes 1865-1900

Art, Literature and Sports 1865-1900

INVENTIONS AND TECHNOLOGY THAT SHAPED AMERICA
Learning Corporation of America

The series explores fascinating historical questions. Why did America become the country of technology when so many of the significant inventions came from Europe? What was there about the American character which led and still leads to inventiveness? Has technology been the glory or the curse of American life?

COLONIAL TIMES TO CIVIL WAR
Learning Corporation of America

What conditions existed in Early America which helped give rise to an industrial society? What has been the American attitude toward technological change? After an introductory filmstrip exploring these questions, five other filmstrips, using music, speeches and sounds of the period, explain certain key inventions and dramatically show their impact on American life.

CIVIL WAR TO FIRST WORLD WAR
Learning Corporation of America

An initial "overview" filmstrip introduces the notion of natural resources and shows how they were used to build a great industrial empire and abused in ways we are still suffering from today. Succeeding filmstrips show how technological processes which made possible steel, oil, cars and photography also influenced almost every aspect of our lifestyle. Six filmstrips in set:

ABUNDANT AMERICA:
The Use and Abuse of Natural Resources

STEEL:
A Process, An Empire, a Lifestyle

OIL:
From Underground Well to Corporate Trust

THE AUTOMOBILE:
Henry Ford Reshapes America

PHOTOGRAPHY:
Man Extends His Vision

THE AMERICAN ART OF PERSUASION:
Linotype, Rotary Press and Advertising

WORLD WAR I TO TOMORROW
Learning Corporation of America

Technological change, which happened rather gradually in preceding centuries, has occurred at a dizzy speed in our own times. After an initial filmstrip investigating a phenomenon behind most of America's technology—our emphasis on 'know-how'—the series looks at several key 20th century inventions with regard to their impact on America's history and social patterns. The final filmstrip looks at the future and raises some important questions about the power of technology and our continuing faith in it. Six filmstrips in set:

EFFICIENT AMERICA:
The Importance of "Know-How"

SYNTHETICS:
Engineering the Molecule

FIGHT:
Overcoming Distance

RADIO AND TELEVISION:
The Power of the Air Waves

THE COMPUTER:
Man Extends His Brain

WHERE WILL TECHNOLOGY TAKE US?

PICTORIAL CHARTS

THE INDUSTRIAL REVOLUTION
Social Studies School Service

1. Textiles. Illustrates the technical advances made in the 18th and 19th centuries with pictures of the variety of machines introduced in this period. One 30" x 40" chart, teaching notes.

2. Technology. Pictorial contrast of domestic and factory systems, hand and power looms, Hargreaves' spinning jenny, cotton imports, drawings of spinning wheel, and the labor forces of the 18th and 19th centuries. One 30" x 40" chart, teaching notes.

3. From Steam to Computer. The evils and benefits of the first Industrial Revolution. One 30" x 40" chart, teaching notes.

4. Agriculture. The development of agriculture, with emphasis upon changes during the 18th century, indicating some of their long-term effects. One 30" x 40" chart, teaching notes.

SUPER 8MM SILENT LOOPS

MODERN INDUSTRY IN THE CITY
Social Studies School Services

This film explores many different areas of modern industry, from food production to aerospace. There are sequences showing trucking, oil refining, electronics, home construction and garment manufacturing.

AUTOMATION TECHNIQUES IN MODERN INDUSTRY
Social Studies School Services

Automation is the techniques of making a process or system self-acting and/or self-regulating. As modern industry has become more advanced more processes have been automated to increase efficiency and production. The automation process is used in freight hauling, construction, food procession and oil drilling.

AUDIO-TEXT CASSETTES

THE INDUSTRIAL REVOLUTION
Xerox Education Publications

Through comment and drama, this program relates the development of the Industrial Revolution. And it explains how it came about while avoiding the unpleasant side effects which Europe experienced during a similar period of growth.

DOCUMENTARY PHOTO AIDS

INDUSTRIALIZATION AND SOCIAL PROBLEMS
Social Studies School Services

Ten photoaids including Samuel Gompers, migrant family, New York industrial school in 1892, child laborers in textile mill, Ford assembly line in 1913, "For Rent" sign during Depression, immigrants at Ellis Island (1909), Suffragettes march, New York's Lower East Side, and the end of Prohibition (1933).

SIMULATIONS

STRIKE—Macmillan

A Simulation of Late Nineteenth Century Labor-Management Relations. Classroom becomes a late 19th century environment with two towns: one having a coal mine. Some students assume the roles of owners, managers, foremen or workers. The others are unemployed (immigrants, Negro migrants, labor union organizers, socialists, anarchists). Conflicts of interest occur between these groups.

Teaching the Student On His Level

Giving a student a social studies book that he cannot handle is worse than giving him no book at all. But finding appropriate books is not easy because of the great range of reading abilities in each class, which reaches a range of 10 years in the average ninth-grade class in Georgia. Even if the school has students tracked, the range will still be too great for the teacher to use a single text with any class.

The problem of finding the right level books for students can be handled by finding the readability level of the materials and the reading performance level of the student, and then matching the two.

Determining the Reading Level of Materials to be Read

Although the readability can and usually does vary a great deal within a book, it is possible to arrive at a reasonably accurate measure of the general reading level.

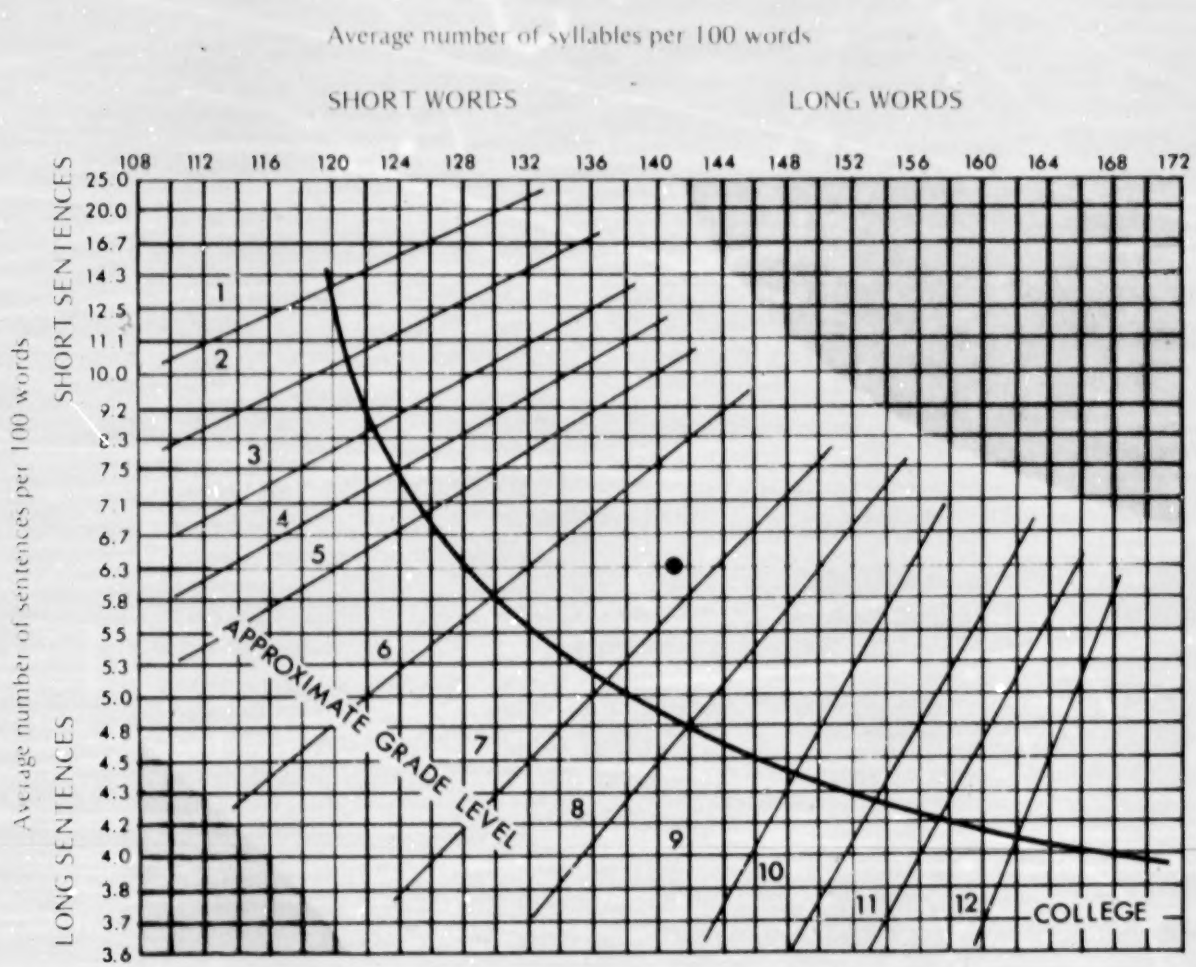
Many factors affect readability and no one readability formula can take them all into consideration. Most of the widely used formulas are based on such factors as the number of unfamiliar words, average sentence length, average number of syllables in the words and the average number of clauses and phrases in the sentences.

Although all readability instruments are subject to error, they generally are more accurate than the opinion of the teacher or student.

The following is a formula which can be used to estimate the readability of books.

GRAPH FOR ESTIMATING READABILITY

By Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select three 100 word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area, but when they do grade level scores are invalid.

EXAMPLE:		SYLLABLES	SENTENCES
	First Hundred Words	124	6.6
	Second Hundred Words	141	5.5
	Third Hundred Words	158	6.8
	AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

25

ADDITIONAL DIRECTIONS FOR WORKING READABILITY GRAPH

- Randomly select three sample passages and count out exactly 100 words beginning with a beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words estimating length of the fraction of the last sentence to the nearest one-tenth.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100.
- Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

Determining the Reading Performance Levels of Students

To determine the reading performance level of the students the social studies teachers can check their students' scores on a reading test or the reading subtest scores of an achievement battery.

If reading tests scores and readability scoring and matching are not feasible, the teacher can "try the books on the students." Two devices are available for "trying on books." These are the informal reading inventory (IRI) and the cloze technique.

The informal inventory can be as valid for a particular teacher as a standardized test since it will have been constructed by that teacher using teaching materials that are available and since questions will be representative of that teacher's questions. Following is a practical description by I. E. Aaron, University of Georgia, of the IRI and how it should be administered.

AN INFORMAL READING INVENTORY

Purposes: (1) To permit the teacher to find the level on which a child should be instructed in reading, or (2) to tell the teacher whether a particular textbook "fits" the child — whether it is too hard or too easy.

Materials needed: Series of graded reading textbooks, questions prepared on a selection of at least 100 words from each book.

Selecting stories: Story located between pages 20 and 40 in each book and of at least 100 words.

Questions: Four questions at first grade level, eight at higher levels. Multiples of four make scoring easier. At least one-fourth of questions involve thought beyond what is stated in copy. ("The story didn't tell us, but what do you think made Nancy late for the party?" "From what you have read, try to describe what you think will happen next.")

Criteria for success: COMPREHENSION – Understands at least three-fourths of main ideas (answers three-fourths of comprehension questions).

WORD RECOGNITION – Misses not more than one of each 20 words he reads – includes misses both in silent reading and in oral re-reading. Proper names and additional misses on same word are not counted.

Determining instructional level: Highest level at which child meets both criteria for success.

When to use: Use with those children about whose reading instructional level the teacher is in doubt. Not all pupils need it. May be used in beginning of year to help in grouping children for instruction if teacher does not have sufficient information about some children. May also be used in getting instructional level in remedial work.

How to give the informal reading inventory:

(1) Assemble books to be used.
(2) Select one in which child is likely to succeed.
(3) After quick attempt at motivation, ask child to read selection silently.
(4) As child reads silently, record in section A (WORDS ASKED DURING SILENT READING) any words on which he requests help. Mark in section E (SILENT READING CHECK LIST) any symptoms of poor reading.
(5) Ask the child questions on the selection. Record in section D (COMPREHENSION AFTER SILENT READING) "plus" for correct answers, "minus" for incorrect answers.
(6) Have child read same selection orally. Record in section B (WORDS MISSED IN ORAL READING) any words he misses. Check in section F (ORAL READING CHECK LIST) symptoms of poor reading.
(7) Determine whether child passed both requirements – comprehension and word recognition. If so, take next higher level book and repeat from item three. Keep going until he fails on one of the criteria. If he fails on first selection tried, drop to a lower level. Instructional level is highest level at which he meets both criteria. Sometimes, because of excessive symptoms of poor reading, the examiner may drop to a lower level for the recommended instructional level. Record instructional level in section G (INSTRUCTIONAL LEVEL).

Name: _____ Date: _____ (U. Ga. Reading Clinic Form 7)

Series: _____ Trial Levels: 1 _____ ,2 _____ ,3 _____ ,4 _____

A. WORDS ASKED DURING SILENT READING:

Trial 1	Trial 2	Trial 3	Trial 4

B. WORDS MISSED IN ORAL READING:

Trial 1	Trial 2	Trial 3	Trial 4

C. SUMMARY OF WORD RECOGNITION:

	Trial 1	Trial 2	Trial 3	Trial 4
Words in selection				
Silent words asked				
Oral words missed				
TOTAL WORDS MISSED				
Satis. or Poor	S P	S P	S P	S P

D. COMPREHENSION AFTER SILENT READ

Trial 1	Trial 2	Trial 3	Trial 4
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
S P	S P	S P	S P

E. SILENT READING CHECK LIST:

1	2	3	4	
				Moves lips, no sound
				Whispers
				Points at words
				Book held too close
				Book held too far away
				Appears tense
				Moves head
				Reads slowly

F. ORAL READING CHECK LIST:

1	2	3	4	
				Word-by-word reader
				Inappropriate phrasing
				Ignores punctuation
				Many mispronunciations
				Faulty enunciation
				Monotonous voice
				High-pitched voice
				Tense or nervous
				Excessive repetitions
				Loses place
				Poor sight vocabulary
				Context guesses wrong
				Poor word attack skills
				Reads slowly
				Skips words
				Adds words
				Reads too fast
				Unknown words not tried

G. INSTRUCTIONAL LEVEL: _____

H. NOTES ON WORD ATTACK:

Examiner: _____

The IRI in Social Studies

An IRI in social studies is similar to an IRI in reading except that the questions represent specific skills which are of primary importance in reading social studies content.

To initially evaluate the reading ability of all students in social studies, a group inventory can be used. Even though this is a type of rough screening, this information should give the teacher a better idea of the students' activities. Then individual IRI's and other types of informal testing can be administered which would indicate more specific areas of strengths or weaknesses.

The other informal tests can also be constructed from the social studies classroom materials. Teacher-made tests have several advantages not found in standardized group measures.

- Material used in the informal test is geared to the instruction and based upon the specific textbooks and other resources available to the class.
- These tests are easily administered by the teacher and may actually be incorporated into the learning activities of the class.
- The teacher is able to keep a closer watch on the student's reading skills and will be able to notice difficulties more easily.
- The tests may help the students to evaluate more closely their own reading skills and enable them to take the initiative in analyzing their own needs.

A reading specialist or lead reading teacher can be of valuable assistance by helping the teacher make up inventories or by administering individual informal inventories to determine students' levels of functioning in the content area or their specific skill deficiencies.

The Cloze Technique in Social Studies

The cloze technique is an improbable but reasonably workable device for determining if a book is too hard for a student. It is faster than the IRI but not as accurate and does not yield as much diagnostic information.

In preparing a cloze test the social studies teacher should get copies of the social studies books used in the school system. The first grade teacher might need samples from only the primer through the third grade level, but the ninth grade teacher would probably need samples from second grade level through the first year of college.

Copy passages of approximately 100 words from the middle of each book deleting every fifth word and substituting a blank of five strokes on the typewriter for each word omitted. Keep a copy or an answer key of the words that go in the blanks. The student should read the passage silently then go back over the passage and tell the teacher what word goes in each blank. The teacher should pronounce for the student any word in the undeleted text that he does not know, but should not tell him the word that goes in any blank. The student passes each level that he gets at least 50

percent of the exact words that go in the blanks. No synonyms or other substitutions are accepted. True, in many instances there is no way he could guess what the original word would be, but that is one reason for having such a low passing score.

The cloze technique may appear to be illogical, but it works! Occasionally a particular passage from one of the levels may not work, so the teacher should try out the tests on a fellow teacher or other good reader. If any passage turns out to be a poor sample, select another 100-word sample from the same book.

Matching the Reading Level of Materials and the Reading Performance of the Students

In many cases the publisher has designated the grade level of the book. The writers may have used readability formulas or tried out the materials with students of "average" reading abilities or both.

The teacher should be aware, however, that because of the idea density and other factors, social studies texts are often harder to read than the publishers say they are. It is not uncommon for a book to be one or even two grade levels higher in actual readability than the publisher designates.

Unless the teacher has solid evidence that a student's reading test scores are in error, the student should not be assigned to work in any book that is greater than plus or minus one grade level difference in his reading performance. In other words, if the student has a reading performance level of fifth grade, he should be in books with a fifth grade readability level. Possibly he could profit from a fourth or a sixth grade book, but in no case should the difference between his performance level and the readability of the book to which he is assigned be more than one grade level.

A few years ago the upper level social studies teacher could find hardly any appropriate materials written at lower grade levels. Presently great numbers of books and materials are available on all grade levels. If materials are not available in a local school on a variety of levels, the teacher should enlist the aid of the librarians and the administration in finding them. There can be no justification for any Georgia Right-to-Read social studies teacher to be teaching all the children in his class from one text.

As the social studies teacher works out units of study, high-interest, low-vocabulary books must be found for the poor readers. Following are sources of such books and references to such sources.

- *1972 Catalog Library Bound Books for Slow Readers.* Follett Library Book Company, 1018 West Washington Blvd., Chicago 60607.
- Leibert, Robert E., *A Place to Start.* Kansas City. Division for Continuing Education and the Reading Center, University of Missouri, 1971.
- Spache, George. *Good Reading for Poor Readers.* 8th ed. Champaign, Illinois:

Garrard Publishing Co., 1972.

In most cases the high-interest, low-vocabulary books have readability levels identified in the accompanying teacher manuals or in promotional brochures. In other cases the readability can be established by means of readability formulas.

Identifying the grade level of their materials is embarrassing to poor readers, but teachers and librarians need to have ready access to this information. It is suggested that these grade level identifications can be coded. One way would be to use four or five digit numbers on all the books and let the middle digits represent the grade level. For example, a book with a readability level of fourth grade might be numbered 50428. A book at the tenth grade level could be numbered 41053.

Colored tapes representing the different grade levels can also be used for coding.

Suggested Bibliographies

TO BE USED AS GUIDES TO THE SELECTION OF SOCIAL STUDIES MATERIALS

Reference for Reading Techniques

American Library Association. *Books from Other Countries, 1968-1971,* compiled by Elana Rabban. Chicago: The Association, 1972. $1.50.

Designed for use by "children and young people, parents, teachers, and library media specialists when focusing on any phase of international or intercultural relations." Annotates 186 titles, arranged by countries and classified by social studies themes, with reading range designated, preschool through junior high.

American Library Association. *Children's Books of International Interest: A Selection From Four Decades of American Publishing,* edited by Virginia Haviland. Chicago: The Association, 1972. $2.50.

300 titles annotated in two categories: "Books for Younger Children" includes picture books and first reading, while "Books for Older Children" includes fiction, folklore, poetry, biography, history, peoples and places, the arts, and science and nature.

Chase, Judith Wragg. *Books to Build World Friendship; an annotated Bibliography of Children's Books from Pre-School to 8th Grade.* Dobbs, Ferry, N.Y.: Oceana, 1964. $3.25.

The arrangement of the titles and annotations is by country. Suggested grade levels are given. Contains a list of books for the lower grades which have foreign language editions also. A section lists additional sources of materials.

Dierksen, Deane C. *An annotated Checklist of Children's Stories with Settings in Cities Outside the United States, 1960-1971.* Unpublished Research Paper. Washington: The Catholic University of America, 1972. 50 pp.

Designed to aid librarians and teachers looking for reading materials about foreign cities, the list annotates about 100 fiction titles in English for elementary age children. Arranged alphabetically by country with city subdivisions.

Irwin, Leonard. *Historical Fiction.* 10th ed. Brooklawn, N.J.: McKinley, 1971. $10.00.

Lists about 3,600 books, very briefly annotated; symbols are used to indicate those "especially valuable" and those for junior high. Arrangement is by region and period, with entry by author, and an author-title index.

Irwin, Leonard B. *Historical Non-Fiction.* Brooklawn, N.J.: McKinley, 1970. $10.00.

An annotated bibliography of " . . . historical material designed for pupils in the

upper grades of elementary school, students in high school and college, and for the general reader . . . Its special purpose is to help teachers in organizing units of subject matter for courses in history, and in current events."

Metzner, Seymour. *American History in Juvenile Books; a Chronological Guide.* New York: H. W. Wilson, 1966. $8.00.

Two thousand titles of fiction and nonfiction arranged in chronological sequence for elementary and junior high school age group. Grade level is given. The bibliography is not a selective one but rather a list of titles available and in print when the bibliography was printed in 1966.

National Council for the Social Studies. *American History Booklet for High Schools: A Selection for Supplementary Reading.* Bulletin 42. Washington: The Council, 1969. $2.50.

Includes about 2,300 titles, briefly annotated; compiled by a committee of the Council concerned with helping the high school teacher locate books to enrich programs. Arranged in 15 chronological sections.

National Council for the Social Studies. *Children's Books to Enrich the Social Studies for the Elementary Grades.* Bulletin 32, rev. ed. Washington: The Council, 1966. $2.50.

Annotates 630 titles, arranged in five sections—our world, times past, people today, the world's work and living together. Within each topic, books are listed by title; grade levels are indicated for each book.

National Council for the Social Studies. *World Civilization Booklist: Supplementary Reading for Secondary Schools,* edited by Morris Gall and Arthur E. Soderlind. Bulletin 41. Washington: The Council, 1968. $3.50.

Annotates about 1,200 titles. Part 1 lists books according to time period, topics and geographic areas; Part 2 lists and annotates books alphabetically by author; Part 3 includes a title index and lists other social studies bibliographies. A general estimate of age/maturity level is given.

Wiltz, John E. *Books in American History; a Basic List for High Schools.* Bloomington: Indiana University Press, 1964. $1.95.

Arranged in chronological sequence, the titles annotated are for average and superior students and teachers.

Specialized Periodicals

Journal of Geography
Social Education

Markham, Lois, ed. *New Educational Materials, A Classified Guide.* New York: Citation, 1970. $3.75.

Books, films, recordings, multimedia kits, transparencies, film loops, teaching-

learning games, professional guides, classified by grade level, curriculum area and type, arranged alphabetically by title and annotated.

National Information Center for Educational Media. *Index to Educational Audio Tapes.* Los Angeles: National Information Center for Educational Media, 1972. $36.50.

Lists and describes the educational content of over 20,000 audio tapes. The Alphabetical Guide gives the following information: Annotation on each title; series listing; length in minutes, speed, number of tracks; producer/distributor code; audience level.

National Information Center for Educational Media. *Index to Educational Overhead Transparencies.* Los Angeles: National Information Center for Educational Media, 1973. $49.50.

Lists and describes over 35,000 educational transparencies with the following information: Descriptive annotations: series listings; physical size; type (prepared, operable, polarized); number of over-lays; color; audience level; producer/distributor codes; year of release.

National Information Center for Educational Media. *Index to Educational Records.* Los Angeles: National Informational Center for Educational Media, 1972. $34.50.

Lists and describes over 18,000 educational records, with the following information: Annotation: audience level (where available); number of record sides in album; band listings; record speed; record size; producer/distributor codes; year of release in the U.S.

National Information Center for Educational Media. *Index to 8mm Motion Cartridges.* Los Angeles: National Information Center for Educational Media, 1973. $34.50.

Lists and describes over 18,000 educational 8mm motion cartridges, with the following information: Annotations; running time; year of release; audience level; producer/distributor codes; series listings; whether film is silent, has optical or magnetic sound track.

National Information Center for Educational Media. Index to *35mm Filmstrips* (2 vol.) Los Angeles: National Information Center for Educational Media, 1972. $58.50.

Lists and describes 42,000 filmstrips. The Alphabetical Guide indicates: The number of frames for each title; the series; whether it is captioned or accompanied by record, script or audio tape. Other valuable information is provided, such as annotation, date of release in the U.S. and producer/distributor codes.

New York Library Association. Children's and Young Adult Services. *Recordings for Children. A Selected List of Records and Cassettes.* 3d ed. 40 pp. $2.50.

Revised edition of 450 record titles and 100 cassette titles includes more than 200 titles not listed in the 1964 edition. Recordings intended for children preschool to age 13. Briefly annotated listings represent both musical and nonmusical recordings.

New York Library Association. Children's and Young Adult Services. *Records and Cassettes for Young Adults.* The Association, 1973.

A selective buying guide for librarians who wish to start a young adult record or cassette collection or to add to an already established collection. Brief annotations for 461 titles under six categories: popular (rock, soul, country and western); folk; jazz (blues and gospel); musicals and movie soundtracks; classical, including electronic; and nonmusical.

Rufsvold, Margaret and Carolyn Guss. *Guides to Educational Media: Films, Filmstrips, Kinescopes, Phonodiscs, Phonotapes, Programmed Instruction Materials, Slides, Transparencies and Video Tapes.* Chicago: American Library Association, 1971. $2.50.

Descriptions of catalogs, lists, services, professional organizations, journals and periodicals which regularly provide information on newer educational media are included in this handbook.

Periodicals

Audiovisual Instruction
Audiovisual Journal
Booklist
Educational Screen and AV Guide
Previews
School Library Journal

Free and Inexpensive Learning Materials, 16th Biennial Edition. Nashville, Tenn.: Division of Surveys and Field Services, George Peabody College for Teachers, 1972. $3.00.

Maps, posters, pictures, charts, pamphlets and other educational aids listed under 112 subject headings and arranged alphabetically. Each entry cites title, source and address, price and order information plus a brief description. An index to specific topics is also included.

Educators Guide to Free Films, compiled and edited by Mary Foley Horkheimer and John C. Diffor. 32d ed. Revised, June 1972. 800 pp. $11.75.

Four thousand, seven hundred seventy-nine titles listed alphabetically under broad subjects. Annotation, size, sound or silent, date of release, running time, if cleared for TV and distributor are given for each title. Indexed by title, subject, source and availability.

Educators Guide to Free Filmstrips, compiled and edited by Mary Foley Horkheimer and John C. Diffor. 24th ed. 1972. 161 pp. $8.50.

One hundred forty-five silent filmstrips, 108 sound filmstrips, 198 sets of slides and one set of transparencies. Arranged alphabetically under broad subjects. Annotation, form and source are given. Title, subject and source indexes are included.

Educators Guide to Free Social Studies Materials, compiled and edited by Patricia H.

Suttles. 12th ed. 1972. 601 pp. $9.50.

Selected print and nonprint media are included in this "completely revised edition," with titles annotated and grouped under form of media. Useful addition is "Teacher Reference and Professional Growth Materials." Indexed by subject, title and source.

Educators Guide to Free Tapes, Scripts, Transcriptions, compiled and edited by Walter A. Wittich. 19th ed. 241 pp. $7.75.

Selection was made on the basis of the worth of the material in "providing authoritative, current information which will help to achieve some accepted and socially useful curriculum goal." Fifteen broad areas from aerospace to social studies are represented. Annotations for each of the 459 titles. Indexed by title, subject, source and availability.

Elementary Teachers Guide to Free Curriculum Materials, edited by Patricia H. Suttles. 29th ed. 1972. $9.75.

One thousand, six hundred seventy-one maps, bulletins, pamphlets, exhibits, charts, magazines and books included in this edition were selected on the basis of educational appropriateness; timeliness; arrangement, style and suitability; and freedom from undesirable features. Teacher Reference and Professional Growth Materials were also selected on the same basis as those above. Indexed by title, subject and source.

The Georgia Department of Education would like your evaluation of this publication. Would you take a few moments to fill in and mail this self-addressed, pre-stamped form? Thank you.

1. Name of publication .....

2. How do you use this publication?

3. Based on your own experience, do you rate this publication

☐ very good ☐ good ☐ fair ☐ poor ☐ very poor

4. Did you find the material:

	Yes	No
Easy to read and understand?	☐	☐
Organized for convenient use?	☐	☐
Attractive?	☐	☐
Complete?	☐	☐

5. Other comments.

6. Your job title (teacher, curriculum director, principal, etc.) .....

7. Signature and address (optional).

.....

.....

.....

8. Date .....

(FOLD ON DOTTED LINE)

FIRST CLASS
PERMIT NO. 6146
ATLANTA, GA.

BUSINESS REPLY MAIL
NO POSTAGE NECESSARY IF MAILED IN UNITED STATES

POSTAGE WILL BE PAID BY —

GEORGIA DEPARTMENT OF EDUCATION
PUBLICATIONS AND INFORMATION SERVICES
103 STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

(FOLD ON DOTTED LINE)

(STAPLE OR SEAL WITH TAPE)